

CURRICULUM VITAE
Rhonda N.T. Nese

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PROFESSIONAL BACKGROUND

EDUCATION

2013	Ph.D., University of Oregon, Eugene, OR School Psychology Dissertation: <i>Parent Training during child Welfare Visitation: Effects of a Strength-based Video Coaching Program on Developmentally Supportive Parenting Behaviors</i>
2008	M.Ed., Howard University, Washington, DC School Psychology
2004	B.A., University of Maryland, College Park, MD Psychology

UNIVERSITY EXPERIENCE

2019 - present	Assistant Professor, Special Education Department of Special Education and Clinical Sciences Affiliate Faculty, Prevention Science College of Education, University of Oregon
2018 - 2019	Research Assistant Professor, Educational and Community Supports College of Education, University of Oregon
2016 - 2018	Research Associate, Educational and Community Supports College of Education, University of Oregon
2013 - 2016	Postdoctoral Research Fellow, Educational and Community Supports College of Education, University of Oregon

AWARDS AND HONORS

2022	Article of the Year, <i>School Psychology</i> , American Psychological Association Outstanding Early Career Award, Office of the Vice President for Research and Innovation President's Equity Award, Northwest PBIS Network Excellence in Research/Outreach Award, College of Education
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2021	Outstanding Service Award in School Psychology, School Psychology
2019	New Junior Faculty Research Award, University of Oregon
2017	Article of the Year, <i>Behavioral Disorders</i> , Council for Exceptional Children Faculty Professional Development Award, University of Oregon Single-Case Research Institute Fellow, Institute of Education Sciences Excellence in Early Career Research/Outreach Award, College of Education
2011	Hill M. Walker Legacy Award, University of Oregon Helena DeGnath Wessela Memorial Award, University of Oregon American Psychological Association Division 16 Student Travel Award
2010	Florence Wolfard Award, University of Oregon
2009 - 2010	Promising Scholars Fellowship, University of Oregon
2009	Minority Student Travel Award, University of Oregon
2007	University of Maryland School of Education Trustee Scholarship
2006	Howard University Educational Research Scholarship
2002	Office of Multi-Ethnic Student Education Academic Excellence Award
2001	ACT-NMCR Navy-Marine Corps Scholarship

OTHER PROFESSIONAL EXPERIENCE

2012 - 2013	Predocctoral Internship, Oregon Social Learning Center and Springfield Public Schools
2010 - 2012	Graduate Teaching Fellow, University of Oregon
2010 - 2011	Marte Meo Clinician, Oregon Social Learning Center, Eugene, OR
2008 - 2009	On-Site Extern Supervisor, Friendship Public Charter Schools, Washington, DC
2006 - 2009	School Psychologist, Friendship Public Charter Schools, Washington, DC
2000 - 2002	Preschool Instructor, Child Development Center, Kaneohe, HI
1998 - 2000	Academic Coach, Score Educational Center, Laguna Niguel, CA

CLINICAL CERTIFICATION

School Psychologist/K-12 (Oregon, #10426272, Washington DC, #TD2013)

Certified Marte Meo Practitioner

Video-based parent training using positive micro-social interactions between caregivers and children as models.

RESEARCH AND SCHOLARSHIP

REFEREED JOURNAL ARTICLES (* indicates student/postdoc author)

31. Nese, R. N. T., *Kittelman, A., Strickland-Cohen, M. K., & McIntosh, K. (2023). Examining teaming and tier 2 and 3 practices within a PBIS framework. *Journal of Positive Behavior Interventions*, 25(1), 16-27. <https://doi.org/10.1177/10983007211051090>
30. Hirsch, S. E., Stevenson, N. A., *Ellis, K., & Nese, R. N. T. (2022). Together we go far: Helping doctoral scholars develop collaborations in special education research. *Journal of Special Education Apprenticeship*, 11(2), 2-16.
29. McDaniel, S., Nese, R. N. T., Tomek, S., & *Jiang, S. (2022). District-wide outcomes from a bullying prevention programming. *Preventing School Failure*, 66, 276-284. [10.1080/1045988X.2022.2070588](https://doi.org/10.1080/1045988X.2022.2070588)
28. Nese, R. N. T., *Santiago-Rosario, M. R., Malose, S., *Hamilton, J., Nese, J. F. T., &

- Horner, R. (2022). Improving a universal intervention for reducing exclusionary discipline practices using student and teacher guidance. *Psychology in the Schools*, 59, 2042-2061. <http://doi.org/10.1002/pits.2257629>.
27. McIntosh K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., *Bastable, E., *Santiago-Rosario, M. R., *Izzard, S., *Austin, S. C., **Nese, R. N. T.**, & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology Quarterly*, 36, 433–444. <https://doi.org/10.1037/spq0000466> **Article of the Year**
 26. *Furjanic, D., *Mannan, I., *Hamilton, J., Nese, J. F. T., *Austin, S., *Izzard, S., & **Nese, R. N. T.** (2021). Examining the social validity of a universal intervention for reducing exclusionary discipline through stakeholder voice. *Journal of Applied School Psychology*, 38(4), 352-379. <https://doi.org/10.1080/15377903.2021.1968092>
 25. **Nese, R. N. T.**, Nese, J. F. T., *McCroskey, C., *Meng, P., Triplett, D., & *Bastable, E. (2021). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure*, 65, 301-311. <https://doi.org/10.1080/1045988X.2021.1937019>
 24. *Bastable, E., Fairbanks Falcon, S., **Nese, R. N. T.**, *Meng, P., & McIntosh, K. (2021). Enhancing school-wide positive behavioral interventions and supports tier 1 core practices to improve disciplinary equity. *Preventing School Failure*, 65, 283-290. <https://doi.org/10.1080/1045988X.2021.1937020>
 23. McDaniel, S., LaSalle, T., Cohen, D. & **Nese, R. N. T.** (2021). Not separate but not equal: Improving equity in discipline in racially and ethnically diverse school settings. *Beyond Behavior*, 30, 157-168. <https://doi.org/10.1177/10742956211024168>
 22. *Kittelman, A., Mercer, S. H., McIntosh, K., & **Nese, R. N. T.** (2021). Development and validation of a measure assessing sustainability of tier 2 and 3 behavior support systems. *Journal of School Psychology*, 85, 140-154. <https://doi.org/10.1016/j.jsp.2021.02.001>
 21. Green, A. L., Hatton, H., Stegenga, S. M., Eliason, B., & **Nese, R.** (2020). Examining commitment to prevention, equity, and meaningful engagement: A review of school district discipline policies. *Journal of Positive Behavior Interventions*, 23, 137-148. <https://doi.org/10.1177/1098300720951940>
 20. **Nese, R. N. T.**, *Bastable, E., *Gion, C., *Massar, M., Nese, J. F. T., & *McCroskey, C. (2020). Preliminary analysis of an instructional alternative to exclusionary discipline. *The Journal of At-Risk Issues*, 23, 1-14. <https://eric.ed.gov/?id=EJ1253864>
 19. **Nese, R. N. T.**, *Meng, P., *Breiner, S., Chaparro, E., & Algozzine, R. (2020). Using stakeholder feedback to improve online professional development opportunities. *Journal of Research on Technology in Education*, 52(2), 148-162. <https://doi.org/10.1080/15391523.2020.1726233>
 18. **Nese, R. N. T.**, Nese, J. F. T., McIntosh, K., Mercer, S. H., & *Kittelman, A. (2019). Predicting latency of reaching adequate implementation of tier I school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 21, 106-116. <https://doi.org/10.1177/1098300718783755>
 17. *Massar, M., **Nese, R.**, & McIntosh, K. (2018). Coaching strategies for effective classroom management. *The School Psychologist*, 72, 24-28. <https://apadivision16.org/wp-content/uploads/2018/03/TSP-Spring-2018-2.pdf>
 16. McIntosh, K., Mercer, S. H., **Nese, R. N. T.**, Strickland-Cohen, M. K., *Kittelman, A., Hoselton, R., & Horner, R. H. (2018). Factors predicting sustained implementation of a

- universal behavior support framework. *Educational Researcher*, 47, 307-316.
<https://doi.org/10.3102/0013189X18776975>
15. *Kim, J. McIntosh, K., Mercer, S. H., & Nese, R. N. T. (2018). Longitudinal associations between SWPBIS fidelity of implementation and academic and behavior outcomes. *Behavioral Disorders*, 43, 357-369. <https://doi.org/10.1177/0198742917747589>
 14. Trader, B., Stonemeier, J., *Berg, T., *Knowles, C., *Massar, M., *Monvalve, M., *Pinkelman, S., Nese, R., *Ruppert, T., & Horner, R. (2017). Seclusion and restraint: A challenge for inclusion, dignity, and self-determination in schools. *Research and Practice for Persons with Severe Disabilities*, 42, 75-88.
 13. Nese, R. N. T., Anderson, C. A., *Ruppert, T., & Fisher, P. (2016). Effects of a video feedback parent training program during child welfare visitation. *Children and Youth Services Review*, 71, 266-276. <https://doi.org/10.1016/j.chidyouth.2016.11.007>
 12. Nese, R. N. T., McIntosh, K., Nese, J. F. T., *Ghemraoui, A., Bloom, J., Johnson, N. W., Phillips, D., Richter, M. F., & Hoselton, R. (2016). Predicting abandonment of school-wide behavior support interventions. *Behavioral Disorders*, 42, 261-270.
<https://doi.org/10.17988/BD-15-95.1>
 11. von Ravensberg, H., & Nese, R. (2016). Involving families in the response to off-campus cyberbullying: A guide for principals. *Principal Leadership*, 16, 40-43.
 10. McIntosh, K., Mercer, S. H., Nese, R. N. T., & *Ghemraoui, A. (2016). Identifying and predicting distinct patterns of implementation in a school-wide behavior support framework. *Prevention Science*, 17, 992-1001. <https://doi.org/10.1007/s11121-016-0700-1>
 9. Buchanan, R., Nese, R. N. T., & Clark, M. (2016). Defining the needs of students with emotional and behavioral disorders: Giving key stakeholders a voice. *Behavioral Disorders*, 41, 135-147. <https://www.jstor.org/stable/26780305>
 8. *Turri, M. G., Mercer, S. H., McIntosh, K., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2016). Examining barriers to sustained implementation of school-wide prevention practices. *Assessment for Effective Intervention*, 42, 6-17.
<https://doi.org/10.1177/1534508416634624>
 7. Smolkowski, K., Girvan, E. J., McIntosh, K., Nese, R. N. T., & Horner, R. (2016). Vulnerable decision points for disproportionate office discipline referrals: Comparisons of discipline for African American and White elementary school students. *Behavioral Disorders*, 41, 178-195. <https://doi.org/10.17988/bedi-41-04-178-195.1> **Article of the Year**
 6. Nese, R., *Massar, M., & McIntosh, K. (2015). Alternatives to suspension: Strategies for school principals. *Principal Leadership*, 16, 52-56.
 5. McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2015). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 18(4), 209-218.
<https://doi.org/10.1177/1098300715599737>
 4. Buchanan, R., & Nese, R., Palinkas, L., & *Ruppert, T. (2015). Refining an intervention for students with emotional disturbance using qualitative parent and teacher data. *Children and Youth Services Review*, 58, 41-49. <https://doi.org/10.1016/j.chidyouth.2015.08.014>
 3. Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly*, 29, 272-286. <https://doi.org/10.1037/spq0000070>

2. Nese, R. N. T., Doerner, E., Romer, N., Kaye, N. C., Merrell, K. W., & Tom, K. M. (2012). Social emotional assets and resilience scales short form version: Development of a strength-based behavior rating scale system. *Journal for Educational Research Online*, 4, 124-139.
1. Nese, R. N. T., & Tom, K. M. (2011). Teaching social emotional behavior within a school-wide positive behavior support framework: An application of a single case design. *School Psychology: From Science to Practice, Summer*, 30-36.

BOOK CHAPTERS AND REVIEWS (* indicates student/postdoc author)

8. Nese, R. N. T. & Green, A. L. (in press). *Best practices in equitable and culturally responsive classroom behavioral management strategies*. In P. Harrison, S. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology VII (7th Edition)*, NASP.
7. Chaparro, E. A., Horner, R. H., Nese, R. N. T., Algozzine, B., & Todd, A. (2021). *The form and function of data-based teams in inclusive schools*. In J. McLeskey, F. Spooner, B. Algozzine, & N. L. Waldron (Eds.), *Handbook of Effective Inclusive Elementary Schools (2nd Edition)*, (pp. 164-179). Taylor & Francis.
6. Nese, R. N. T., McDaniel, S., *Meng, P., Spraggins, L., Babbs, V., & Girvan, E. J. (2021). Restorative and conflict resolution interventions. In T. Collins & R. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools*. (pp. 185-195). Oxford University Press.
5. *Gion, C., Peshak George, H., Nese, R., Kato, M., *Massar, M., & McIntosh, K. (2020). School-wide positive behavioral interventions and supports. In A. Reschly, A. Pohl, & S. Christenson (Eds.), *Student engagement: Effective academic, behavioral, cognitive, affective interventions at school*. (pp. 171-183). Springer Publishing.
4. Nese, R. N. T., McDaniel, S., Hirsch, S., Green, A., Sprague, J., & McIntosh, K. (2019). Major systems for facilitating safety and pro-social behavior: Positive school wide behavior. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Woods (Eds.), *Keeping students safe and helping them thrive. A collaborative handbook on school safety, mental health, and wellness, vol 2* (pp. 256-276). Praeger Publishing.
3. Nese, R. N. T. & McIntosh, K. (2016). Do school-wide positive behavioral interventions and supports, not exclusionary discipline practices. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (pp. 175-196). Emerald Group Publishing.
2. Nese, R. N. T. (2012). [A review of *social competence in children*, by M. Semrud-Clikeman]. *Journal for Educational Research Online*, 4, 158-160.
1. Nese, R. N. T. (2011). [A review of Niness and Glenn's *applied behavior analysis and school psychology: A research guide to principles and procedures*]. *School Psychology: From Science to Practice, Fall*, 14-16.

MANUSCRIPTS SUBMITTED FOR PUBLICATION (* indicates student/postdoc author)

7. Lin, T., Linville, D., Nese, R., Seeley, J., & Shune, S. (2023). *Breathing-based meditation for improving COPD burden: A mixed single-case and qualitative approach*. [Manuscript submitted for publication].
6. Nese, R. N. T., Nese, J. F. T., *Santiago-Rosario, M. R., *Izzard, S., *Newson, A., *Pimentel-Mannan, I., *Cohen Lissman, D., *Daza, T., Triplett, D., & Malose, S. (2023). *Improving classroom engagement and reducing exclusionary discipline: A quasi-experimental study of the Inclusive Skill-building Learning Approach during COVID-19*.

[Manuscript submitted for publication].

5. *Pimentel-Mannan, I. A., Nese, J. F. T., *Newson, A., Kjellstrand, J., & Nese, R. N. T. (2023). *Addressing discipline equity: The Inclusive Skill-building Learning Approach (ISLA) an alternative to exclusionary discipline*. [Manuscript submitted for publication].
4. Nese, R. N. T., *Santiago-Rosario, M. R., Nese, J. F. T., Triplett, D., Malose, S., *Hamilton, J., *Izzard, S., & *Newson, A (2022). *Instructional and restorative alternatives to exclusionary discipline: A five component guide to implementing the Inclusive Skill-building Learning Approach*. [Manuscript submitted for publication].
3. Nese, J. F. T., *Santiago-Rosario, M. R., Nese, R. N. T., & Townsend, E. (2022). *Just a minute: Fine measurement of classroom exclusion*. [Manuscript submitted for publication].
2. Chaparro, E., Nese, R. N. T., Daily, J., Algozzine, B., & Horner, R. (2022). *Improving the success of school-based decision-making teams with an online learning approach*. [Manuscript submitted for publication].
1. Green, A. L., *Nandakumar, V., & Nese, R. N. T. (2022). *Thinking systematically: Support for districts in disrupting systems that maintain discipline inequities*. [Manuscript submitted for publication].

MANUSCRIPTS IN PREPARATION (* indicates student/postdoc author)

1. *Jackson, A., Kjellstrand, J., Nese, R. N. T., & Alonzo, J. (2023). *Reentry of previously incarcerated Black/African Americans and race-based discrimination: A literature review*. [Manuscript in preparation].

TECHNICAL REPORTS AND INTERVENTION TOOLS (* indicates student/postdoc author)

15. Kittelman, A., McIntosh, K., Mercer, S., Evanovich, L., Gulbrandson, K., Nantais, M., Norton, J., Way, G., *Izzard, S., & Nese, R. (2022). When do schools receive tier 2 and 3 SWPBIS training? *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/when-do-schools-receive-tier-2-and-3-pbis-training>
14. Chaparro, E., Algozzine, B. Horner, R., *Daily, J., & Nese, R. (2022). How school teams use data to make effective decisions: Team-initiated problem solving (TIPS). *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips>
13. Nese, R. N. T., *Santiago-Rosario, M. R., Triplett, D., & *Austin, S. (2021). Obtaining stakeholder feedback to improve the middle to high school transition. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition>
12. Nese, R. N. T., Triplett, D., *Santiago-Rosario, M. R., & *Austin, S. (2021). Promising practices for improving the middle to high school transition for students with emotional and behavioral disorders. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/promising-practices-for-improving-the-middle-to-high-school-transition-for-students-with-emotional-and-behavioral-disorders>
11. Todd, A., Horner, R., Algozzine, B., Chaparro, E. A., Nese, R., & *Daily, J. (2019). TIPS for Tier 2 Online Training. Eugene, Oregon: *Educational and Community Supports, Obaverse*.

10. Swain-Bradway, J., Freeman, J., *Kittelman, A., & Nese, R. (2018). Fidelity of SW-PBIS in high schools: Patterns of implementation strengths and needs. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*.
<https://www.pbis.org/resource/fidelity-of-sw-pbis-in-high-schools-patterns-of-implementation-strengths-and-needs>
9. Horner, R., Todd, A., Flannery, B., Nese, R., Chaparro, E., & *Conley, K. (2017). Tier 1 coordination and problem-solving team meeting foundations. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*.
<https://www.pbis.org/resource/tier-1-coordination-and-problem-solving-team-meeting-foundations>
8. Green, A., Nese, R. N. T., McIntosh, K., Nishioka, V., Eliason, B., & *Canizal Delabra, A. (2015). Developing effective policies to address disproportionality within SWPBIS: A guide for district and school teams. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams>
7. Chaparro, E., Nese, R., & McIntosh, K. (2015). Examples of engaging instruction to increase equity in education. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>
6. Stiller, B., Nese, R. N. T., Tomlonovich, A., Horner, R., & Ross, S. (2013). Bullying and harassment prevention in positive behavior support: Expect Respect. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*.
<https://www.pbis.org/resource/bullying-prevention-in-pbis-expect-respect-middle-high-school-level>
5. **Torki, R. N.**, & Nese, J. F. (2010). Acronyms in education. *Communique*, 38(6), 34.
4. **Torki, R. N.**, & Abramova, N. (2009). Conflict resolution skills and strategies for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
3. **Torki, R. N.**, & Abramova, N. (2009). Effective study skills for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
2. **Torki, R. N.** (2008). Relaxation, stress management, and yoga for a healthy school staff. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
1. **Torki, R. N.** (2008). A bully-proof school: Daily activities for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>

EXTERNAL FUNDING (CURRENT)

Project INSPIRE (Investing in New SPecial educators with Innovations to Realize Equity)
(H325D220071)

Source of Support: OSEP

Total Award: \$1,250,000

Starting Date: 07/01/2022

Ending Date: 6/30/2027

Role: Co-Principal Investigator (PI: McIntosh)

A Comprehensive Measure of Reading Fluency: Uniting and Scaling Accuracy, Rate, and Prosody (R305A200018)

Source of Support: IES Total Award: \$1,399,379
 Starting Date: 07/01/2020 Ending Date: 6/30/2024
 Role: Co-Principal Investigator (PI: J. Nese)

Technical Assistance Center on Positive Behavioral Interventions and Supports (H326S180001)

Source of Support: OSEP Total Award: \$31,749,998
 Starting Date: 10/15/2018 Ending Date: 09/30/2023
 Role: Technical Assistance (Director: McIntosh)

INTERNAL FUNDING (CURRENT)

Project Elevate: Comprehensive Transition Supports from Middle to High School for Students with Emotional and Behavioral Disorders

Source of Support: ECS Strategic Investment Funds Total Award: \$198,928
 Starting Date: 07/01/2022 Ending Date: 06/30/2023
 Role: Principal Investigator

Middle School Coaching and Training on ISLA Implementation

Source of Support: DEI Reclaiming our Time IDEAL Total Award: \$19,720
 Starting Date: 09/01/2022 Ending Date: 08/31/2023
 Role: Principal Investigator

FUNDING UNDER REVIEW

Preventing School Exclusion and Opioid Misuse: Effectiveness of the Inclusive Skill-building Learning Approach (ISLA)

Source of Support: NIH Total Award: \$3,734,794
 Starting Date: 09/01/2023 Ending Date: 08/31/2028
 Role: Principal Investigator

Preventing Opioid Use by Promoting Equitable Relationships within School Contexts: An Efficacy Trial of the Equity-Explicit Establish-Maintain-Restore Intervention

Source of Support: NIH Sub Award: \$707,905
 Starting Date: 09/01/2023 Ending Date: 08/31/2028
 Role: Principal Investigator (UO Subaward) (PI: Gaias, University of Massachusetts, Lowell)

Project ELEVATE: Comprehensive Transition Supports from Middle to High School for Students with Emotional and Behavioral Disorders

Source of Support: IES Total Award: \$3,000,000
 Starting Date: 07/01/2023 Ending Date: 06/30/2027
 Role: Principal Investigator

COMPLETED FUNDING

Development of an Instructional Alternative to Out-of-School Suspension (R305A180006)

Source of Support: IES Total Award: \$1,399,962

Starting Date: 07/01/2018 Ending Date: 12/31/2022
Role: Principal Investigator

Developing and Validating a Technically Sound and Feasible Self-report Measure of Teachers' Delivery of Common Practice Elements (R305A210168)

Source of Support: IES Total Award: \$1,998,953
Starting Date: 07/01/2021 Ending Date: 06/30/2025
Role: Expert Consultant (PI: McLeod, Virginia Commonwealth University)

Project Elevate: A Tier III Middle to High School Transition Program

Source of Support: Hope Baney Fund Total Award: \$3,000
Starting Date: 06/01/2019 Ending Date: 06/30/2022
Role: Principal Investigator

Identifying Factors Predicting Implementation and Sustainability of Tier 2 and 3 Behavior Interventions (R324A180027)

Source of Support: IES Total Award: \$1,399,970
Starting Date: 07/01/2018 Ending Date: 06/30/2022
Role: Co- Principal Investigator (PI: McIntosh)

TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems (R324A170052)

Source of Support: IES Total Award: \$1,399,980
Starting Date: 07/01/2017 Ending Date: 06/30/2021
Role: Co-Principal Investigator (PI: Chaparro)

Project ReACT: Neutralizing the Effects of Implicit Bias on Racial Disproportionality in School Discipline (R324A170034)

Source of Support: IES Total Award: \$1,499,984
Starting Date: 07/01/2017 Ending Date: 06/30/2021
Role: Research Coordinator (PI: McIntosh)

Piloting a Systematic Instructional Alternative to Out-of-School Suspension

Source of Support: Fairway Fund Total Award: \$18,000
Starting Date: 08/01/2015 Ending Date: 7/31/2016
Role: Principal Investigator

Technical Assistance Center on Positive Behavioral Interventions and Supports (H326S13004)

Source of Support: OSEP Total Award: \$18,421,969
Starting Date: 10/01/2013 Ending Date: 09/30/2018
Role: Technical Assistance (Director: Horner)

Identifying Factors Predicting Implementation and Sustainability of School-wide Positive Behavioral Interventions and Supports (R324A120278)

Source of Support: IES Total Award: \$1,425,207
Starting Date: 07/01/2012 Ending Date: 06/30/2017

Role: Project Coordinator (PI: McIntosh)

PROFESSIONAL PRESENTATIONS (* indicates student/postdoc author)

Keynote Addresses

8. **Nese, R.** (2022, October). *Where do we GROW from here: Social justice in PBIS and beyond.* Keynote Address delivered to the National PBIS Leadership Forum, Chicago, IL.
<https://www.pbis.org/video/pbis-forum-2022-where-do-we-grow-from-here-social-justice-in-pbis-and-beyond>
7. **Nese, R.** (2022, March). *Enhancing social-emotional-behavioral practices to improve disciplinary equity.* Keynote Address delivered to the CalTAC High School PBIS Symposium, virtual.
6. **Nese, R.** (2021, November). *Keeping our commitment to education for all: Equity in PBIS.* Keynote delivered to the Behavior Education Technology Conference, virtual.
5. **Nese, R.** (2021, September). *When we say equity in PBIS, have we kept our promise?* Keynote Address delivered to the Annual California PBIS Coalition Conference, Sacramento, CA.
4. **Nese, R.** (2021, March). *Moving away from exclusion: Addressing implicit bias and exclusionary discipline in our schools.* Keynote Address delivered to the California PBIS Coalition Spring Conference, virtual.
3. **Nese, R.** (2020, November). *Equity in preventative practices: Reducing bias and deficit-based thinking in our supports for children and parents.* Keynote Address delivered to the WellMama Perinatal Mental Health Summit, virtual.
2. **Nese, R.** (2020, August). *Keeping our commitment to all learners: PBIS for every child, every day.* Keynote Address delivered to the Wisconsin PBIS Leadership Conference, virtual.
1. **Nese, R.** (2020, February). *When we say PBIS for ALL Students, How do WE Keep that Promise?* Keynote Address delivered to the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.

International Invited

8. Grafenreed, C., LaSalle, T., Lucyshyn, J., McDowell, E., **Nese, R.**, & Sugai, G. (March, 2021). *Equity in practice: APBS science, values, and vision perspectives from equity leaders.* Panel presented at the 18th International Conference on Positive Behavior Support, virtual.
7. **Nese, R.** (2020, October). *Teach (don't Punish!) Instructional alternatives to exclusionary discipline practices.* Featured presentation given at the International MTSS Summit, Singapore (virtual).
6. **Nese, R.** (2020, October). *Addressing implicit bias in school discipline systems.* Featured presentation given at the International MTSS Summit, Singapore (virtual).
5. **Nese, R.**, Chaparro, E., Green, A., & McIntosh, K. (2016, March). *Addressing school discipline disproportionality: New tools from policy to practice.* Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
4. McIntosh, K., **Nese, R.**, & Pinkelman, S. (2016, March). *Sustainability of evidence-based practices in schools: Results from a longitudinal SWPBIS study.* Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.

3. Chaparro, E., **Nese, R.**, Flannery, B., & Horner, R. (2016, March). *Scaling-up PBIS across the district: A model for lea-university partnerships*. Ignite session presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
2. **Nese, R.** (2015, March). *Middle school bullying prevention in PBIS: Expect respect*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.
1. **Nese, R.**, McIntosh, K., Filter, K., & Newcomer, L. (2015, March). *Implementation science research in schools: From implementation to sustainability*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.

National Invited

45. **Nese, R.**, Green, A., Payno-Simmons, R., & Triplett, D. (2022, October). Learning from each other: Moving away from exclusion to instructional and restorative supports. Facilitate discussion presented at the National PBIS Leadership Forum, Chicago, IL.
44. **Nese, R.** (2021, November). *Disrupting the school-to-prison pipeline through inclusive practices*. Symposium presented at the Behavior Education Technology Conference, virtual.
43. **Nese, R.**, & Triplett, D. (2020, February). *Iterative development of an instructional alternatives to exclusion in schools*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
42. *Kittelman, A., McIntosh, K., **Nese, R.**, & Strickland-Cohen, M. K. (2020, February). *Starting, stopping, or sustaining? New empirical research on implementation of SWPBIS*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
41. Vincent, C., Girvan, E., **Nese, R.**, & Duong, M. (2020, January). *Integrating restorative practices with multi-tiered systems of support to promote equitable behavioral outcomes*. Panel discussion presented at the IES Annual Principal Investigators Meeting, Washington, DC.
40. **Nese, R.** (2019, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
39. **Nese, R.**, Triplett, D., & Green, A. (2019, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
38. Chaparro, E., & **Nese, R.** (2019, October). *Team-Initiated Problem Solving (TIPS): An introduction and a preview of online tools for data teams*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
37. **Nese, R.**, Augustyn, J., & De La Laz, M. (2019, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
36. **Nese, R.** (2018, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
35. **Nese, R.**, & Green, A. (2018, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
34. **Nese, R.**, De La Laz, M., & Augustyn, J. (2018, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.

33. **Nese, R.** (2017, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
32. **Nese, R.,** & Green, A. (2017, September). *Instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
31. **Nese, R.,** Augustyn, J., & De La Laz, M. (2017, September). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
30. **Nese, R.** (2016, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
29. **Nese, R.,** & Smith, J. (2016, October). *An instructional alternative to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
28. **Nese, R.,** Ross, S., Augustyn, J., & De La Laz, M. (2016, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
27. Ross, S., **Nese, R.,** Augustyn, J., Chorley, A., & De La Laz, M. (2016, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
26. Girvan, E. J., Smolkowski, K., McIntosh, K., **Nese, R. N. T.,** & Horner, R. H. (2016, March). *Bias in the school-to-prison pipeline: Identifying vulnerable decision points for racially disproportionate school discipline*. In R. Cramer (chair), *Interdisciplinary perspectives on hate, prejudice, & discrimination in the criminal justice system: Implications for theory, research, policy and practice*. Selected symposium presented at the American Psychology-Law Society Conference, Atlanta, GA.
25. Ross, S., **Nese, R.,** Augustyn, J., Chorley, A., & De La Laz, M. (2015, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
24. McIntosh, K., & **Nese, R.** (2015, October). *Enhancing equity through district and school policy*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
23. **Nese, R.,** Ross, S., Augustyn, J., Chorley, A., & De La Laz, M. (2015, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
22. **Nese, R.,** Augustyn, J., Chorley, A., & De La Laz, M. (2014, October). *Middle school bullying prevention: What we've learned and what we can do about it*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
21. **Nese, R.,** & Beach, J. (2014, October). *Troubleshooting tier I: Addressing barriers to sustainability*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
20. **Nese, R.,** & McIntosh, K. (2014, October). *Sustaining vs. abandoning: What it takes to keep PBIS in place*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.
19. Horner, R., & **Nese, R.** (2014, October). *Consequence systems within PBIS*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
18. *Canizal Delabra, A., McIntosh, K., & **Nese, R. N. T.** (2014, August). *Recommended features of school district equity policies to decrease racial disproportionality in discipline*

- practices*. Poster presented at the American Psychological Association Annual Conference, Washington, DC.
17. Buchanan, R., & Nese, R. N. T. (2014, February). *Utilizing an iterative process to refine a comprehensive behavioral intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
 16. Buchanan, R., & Nese, R. N. T. (2013, August). *Supporting students with emotional disturbance through a community-based intervention*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
 15. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2013, August). *An analysis of video coaching for improving parenting behaviors to support child development*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
 14. Nese, R. N. T., *Rasplica, C., & *Barrett, E. (2013, February). *Utilizing multi-source data for analyzing universal tier bullying prevention*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.
 13. Buchanan, R., *Ruppert, T., *Gion, C., *Cariveau, T., & Nese, R. (2013, February). *Support and collaboration during high-risk student transitions*. Miniskills symposium presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 12. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2013, February). *A systematic analysis of video coaching for improving parenting behaviors*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.
 11. Stiller, B., & Nese, R. (2012, October). *Bullying prevention in middle/high schools*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
 10. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2012, May). *Effects of a strength-based video feedback parenting program on parenting skills*. Symposium presented to the Association for Behavior Analysis International Annual Convention, Seattle, WA.
 9. Alonzo, J., Bender, F., Nese, R. N. T., & Tindal, G. (2012, April) *Response to RTI: A study of five schools implementing response to intervention*. Paper presented to the American Educational Research Association Annual Conference, Vancouver, BC.
 8. Nese, J. F. T., Kamata, A., Nese, R. N. T., Park, B. J., & Tindal, G. (2012, February). *An exploration of growth models for within-year grade 7 oral reading fluency*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
 7. Nese, R. N. T., Doerner, E., Kaye, N., Romer, N., & Merrell, K. W. (2011, August). *The utility of brief behavior rating scales: A discussion of the SEARS short-form assessment system*. Paper presented at the Meeting of the American Psychological Association, Washington, DC.
 6. Kaye, N., Romer, N., Nese, R. N. T., Doerner, E., & Merrell, K. W. (2011, August). *Development, reliability, and validity of the SEARS short form rating system*. Poster presented at the Meeting of the American Psychological Association, Washington, DC.
 5. Nese, R. N. T., & Strickland-Cohen, K. (2011, February). *Schoolwide positive behavior supports. A framework for evidence-based practice*. Mini-skills symposium presented at the National Association of School Psychologists Conference, San Francisco, CA.
 4. Doerner, E., Nese, R. N. T., Romer Endrulat, N., Kaye, N., Tom, K., & Merrell, K. W. (2011, February). *Validity of brief behavior rating scales SEARS short form system*. Poster presented at the National Association of School Psychologists Conference, San Francisco, CA.
 3. Kaye, N., Romer Endrulat, N., Nese, R. N. T., & Doerner, E. (2011, February). *Development and reliability of the SEARS short form rating system*. Poster presented at the National

Association of School Psychologists Conference, San Francisco, CA.

2. Nese, R. N. T., Doerner, E., Kaye, N. C., Tsutsui, E. M., & Merrell, K. W. (2010, August). *Social emotional assets and resilience scale (SEARS): Status updates and new developments*. Poster presented at the American Psychological Association Conference, San Diego, CA.
1. Frank, J. L., Torki, R. N., Horner, R. H., Tobin, T., Vincent, C. A., & Von Ravensberg, H. (2010). *The use of physical restraint in elementary school settings*. Poster presented at the Annual Convention of the Society for Prevention Research, Denver, CO.

Regional Invited

31. Nese, R. (2023, January). *Tier 1: Positive Behavioral Interventions and Supports (PBIS)*. Lecture for the University of Iowa Scanlan Center for School Mental Health, virtual.
30. Nese, R. (2022, November). *Know better, do better: Moving beyond alternatives to exclusion to a whole-child, whole-heart, whole-mind approach to educational equity*. Symposium presented at the Michigan MTSS Technical Assistance Center State Conference, Lansing, MI.
29. Nese, R. & Schumann, J. (2022, October). *Whole-child supports as an alternative to exclusionary discipline*. Symposium presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
28. Nese, R. & *Cohen Lissman, D. (2022, March). *Addressing implicit bias in school discipline systems*. Equity session presented at the CalTAC High School PBIS Symposium, virtual.
27. Triplett, D. & Nese, R. (2021, September). *Utilizing instructional alternatives to exclusionary discipline*. Symposium presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
26. Nese, R., *Newson, A., & *Mannan, I. (2021, June). *Moving away from exclusion: Addressing implicit bias and exclusionary discipline in our schools*. Presentation delivered to the New York Collaborative for Inclusive Education, virtual.
25. Nese, R. (2021, May). *Culturally Responsive Mentorship*. Faculty Panelist for the Office of the Vice President for Research and Innovation Week of Research, University of Oregon, virtual.
24. Green, A. & Nese, R. (2021, March). *Using an anti-racist approach to implementing PBIS*. Webinar presented to the University of Iowa Baker Teacher Leader Center, virtual.
23. Nese, R. (2021, February). *Enhancing equity through district and school policy*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, virtual.
22. Nese, R. (2020, August). *Disrupting the school-to-prison pipeline through inclusive practices*. Symposium presented at the Wisconsin PBIS Leadership Conference, virtual.
21. Triplett, D., & Nese, R. (2020, February). *Relationships & routines: Using proactive strategies in the classroom to reduce exclusionary discipline*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
20. Nese, R., & Triplett, D. (2020, February). *Moving away from exclusion: The inclusive skill-building learning approach (ISLA)*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
19. Nese, R., & Smith, J. (2017, Feb). *Back to class with skills: How a suspension alternative can improve behavior and increase instructional time for students*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Portland, OR.
18. Nese, R. (2016, October). *A promising alternative to out-of-school suspensions*. Symposium

- presented at the annual conference of the Oregon School Psychology Association, Bend, OR.
17. McIntosh, K., & Nese, R. (2015, October). *Strategies and tools for enhancing equity through PBIS*. Symposium presented at the Northwest PBIS Network Oregon Coaches Institute.
 16. McIntosh, K., & Nese, R. (2015, October). *Sustaining PBIS: Steps for coaches*. Symposium presented at the Northwest PBIS Network Oregon Coaches Institute.
 15. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 1: Foundations*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
 14. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 2: Student ownership*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
 13. Nese, R., Locke-Warnicke, M., & Stiller, B. (2015, March). *Middle school bully prevention: Adapting expect respect to your school*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
 12. Nese, R., & McIntosh, K. (2015, March). *Sustaining vs abandoning: How to keep PBIS in place*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
 11. McIntosh, K., & Nese, R. (2014, February). *New research regarding sustainability of SWPBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
 10. Nese, J. F. T., Kamata, A., Park, B. J., Nese, R. N. T., & Tindal, G. (2012, May). *An inquiry into the reliability of growth*. Invited research colloquium presented at the meeting of the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, Houston, TX.
 9. Nese, R. N. T. (2012, April). *Middle school bully prevention programming: Expect respect*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
 8. Stiller, B., Nese, R., & Tomlonovich, A. (2012, February). *Expect respect: Bully prevention within PBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
 7. Nese, R. N. T., Barrett, E., Inman, B., & Rasplica, C. (2012, February). *Preventing harassment and bullying in middle schools: Practical applications for school-wide success*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 6. Stiller, B., Nese, R., & Tomlonovich, A. (2011, March). *Bully prevention in PBIS: Middle school implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Eugene, OR.
 5. Nese, R. N. T., Kaye, N., Levi, S., Ravitch, K., Romer, N., Schwartz, M., Tom, K., & Merrell, K. W. (2011, February). *From deficits to strengths: A shift in our understanding of mental health and performance*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 4. Levi, S., Nese, R. N. T., Jones, J., Ravitch, N. K., Romer, N., Schwartz, M., & Tom, K. (2011, February). *Promoting positive youth development through social and emotional learning*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 3. Torki, R. N., Boyd, R. J., Turtura, J., Loman, S., Strickland-Cohen, M. K., & Ramzy, L. M.

- (2010, April). *School-wide positive behavior supports: An implementation framework for evidence-based practice*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
2. Ramzy, L. M., & **Torki, R. N.** (2010, April). *Arab immigration: The impact of religion on acculturation*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 1. Stiller, B., & **Torki, R.** (2010, March). *Bully prevention in PBIS: What we have learned in 3 years of implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Corvallis, OR.

Invited Podcasts, Webinars, and Training Videos

13. **Nese, R.** (2022, November). Tier 1: Positive Behavioral Interventions and Supports (PBIS). Recording for the University of Iowa Scanlan Center for School Mental Health. <https://uicapture.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e1ece288-10c0-45cc-aba9-af470018ecf7>
12. **Nese, R.** (2022, January). *Episode 4: Too tough on crime? and brain science*. The Public Plea Podcast. <https://www.publicplea.net/public-plea-podcast-episodes/episode-4-too-tough-on-crime-and-brain-science-47369>
11. **Nese, R.** (2022, January). *Episode 3: School discipline and life imitating art*. The Public Plea Podcast. <https://www.publicplea.net/public-plea-podcast-episodes/episode-3-school-discipline-and-life-imitating-art>
10. **Nese, R.** (2022, January). *Integration of academic and behavior learning*. Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=L3CcEPEZEO0>
9. **Nese, R.** (2021, October). *What is MTSS?* Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=4XSmbLBKHo&t=2s>
8. **Nese, R.** (2021, September). *Team driven shared leadership*. Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=yJdMQtXkbPM>
7. **Nese, R.** (2021, April). *Mental health, wellness, and coping with current events: Forming and responding to different opinions*. Guest on the Educators Blueprint Podcast. <https://www.buzzsprout.com/1776790/8601091-episode-9-wellness-in-relation-to-opinions-climate-and-culture>
6. Girvan, E., Nelson, A., & **Nese, R.** (2021, January). *Implicit bias: In the schools, in the courts, and in society*. Panel recording for the City Club of Eugene, broadcast on KLCC, NPR for Oregonians. <https://www.klcc.org/post/city-club-eugene-implicit-bias-schools-courts-society>
5. **Nese, R.** (2020, December). *Developing an instructional alternative to exclusionary discipline practices*. Symposium presented at the University of Washington SMART Center Annual Speaker Series, virtual. <https://mhttcnetwork.org/centers/northwest-mhttc/product/smart-center-2021-virtual-speaker-series-rhonda-nese-qa>
4. **Nese, R.**, Harrington, J., & Winters, D. (2020, October). *UO football, race and leadership in the times of covid-19*. Panel recording co-sponsored by the College of Education and Friends of the Children, virtual. <https://www.youtube.com/watch?v=k1OC6jDr2Yc>

3. Brahim, N., Hensel, S., Hickman, K., & Nese, R. (2020, October). *Expert instruction episode 3: Restorative practices*. Panel recording for the Teach by Design Podcast. <https://www.pbisapps.org/community/Pages/Expert-Instruction-Episode-3-Restorative-Practices.aspx>
2. Nese, R. (2017, September). *How can schools begin moving away from overuse of out-of-school suspensions?* Recording for the National PBIS Interviews YouTube page. <https://www.youtube.com/watch?v=NxxHeD89W4s>
1. McIntosh, K., & Nese, R. (2016, January). *Resources for enhancing equity in school discipline*. Webinar presented for the School Climate Transformation Grant Webinar Series. <https://www.pbis.org/video/resources-for-enhancing-equity-in-school-discipline-sctg-webinar>

State-Level Consultation

21. Nese, R. N. T. & Triplett, D. (2022, July – December). *The Inclusive Skill-building Learning Approach (ISLA)*. Model demonstration contract through the Hawai'i Department of Education.
20. Nese, R. N. T. & Triplett, D. (2022, January). *The Inclusive Skill-building Learning Approach (ISLA): Day 2 Training*. State training through the Hawai'i Department of Education.
19. Nese, R. N. T. & Triplett, D. (2021, December). *The Inclusive Skill-building Learning Approach (ISLA): Day 1 Training*. State training through the Hawai'i Department of Education.
18. Nese, R. N. T. (2020, April). *Utilizing alternatives to exclusionary discipline within an MTSS framework*. State training through Washington's Office of the Superintendent of Public Instruction.
17. Nese, R. N. T. (2019, April). *Moving away from exclusion: Supporting students and teachers with instructional alternatives to suspension*. State training through Michigan's Integrated Behavior and Learning Support Initiative.
16. Nese, R. N. T. (2019, March). *An Instructional Alternative to Exclusionary Discipline: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.
15. Nese, R. N. T. (2019, February). *Introduction to Secondary Bully Prevention: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.
14. Nese, R. N. T. (2018, June). *Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership*. State training through the Texas Region 4 Education Service Center, Houston, TX.
13. Nese, R. N. T. (2018, June). *Instructional Alternatives to Exclusionary Discipline*. State training through the Texas Region 4 Education Service Center, Houston, TX.
12. Nese, R. N. T. (2017, June). *Sustaining our Efforts: Strategies for Implementing and Maintaining Equitable Practices in Schools*. Pre-conference training through the Texas Region 4 Education Service Center, Houston, TX.
11. Nese, R. N. T. (2017, June). *Improving Student Supports through an Instructional Alternative to Suspension*. State training through the Texas Region 4 Education Service Center, Houston, TX.

10. Nese, R. N. T. (2017, June). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
9. Nese, R. N. T. (2017, May). *Utilizing an Instructional Alternative to Out-of-School Suspension to Enhance Supports for Students in Need*. State training through the Texas Region 1 Education Service Center, South Padre, TX.
8. Nese, R. N. T. (2017, February). *An Instructional Alternative to Out-of-School Suspensions: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
7. Nese, R. N. T. (2017, February). *Middle/High Bullying Prevention within PBIS: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
6. Nese, R. N. T. (2016, June). *A Promising Alternative to Out-of-School Suspensions*. State training through the Texas Region 4 Education Service Center, Houston, TX.
5. Nese, R. N. T. (2016, June). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
4. Nese, R. N. T. (2015, June). *Elementary bullying prevention within PBIS: Stop/walk/talk*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
3. Nese, R. N. T. (2015, June). *Middle/high bullying prevention within PBIS: Expect respect*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
2. Nese, R. N. T. (2015, May). *Sustaining vs abandoning: How to keep PBIS in place*. State training for PBIS/MTSS District Trainers, Sherlock Center on Disabilities at Rhode Island College.
1. Nese, R. N. T. (2012, December). *Implementation of a middle school bullying prevention program: Research findings and implications*. Online training presented to the Oregon State Personnel Development Grants Program Behavior Professional Learning Community.

District-Level Consultation

24. Nese, R. N. T. (2023, January and February). *Proactive and restorative supports to enhance classroom inclusion*. Training series for Ka'ū-Kea'au-Pāhoa Complex Area, Hilo, HI.
23. Nese, R. N. T. (2021-22 school year). *PBIS and ISLA training, coaching, and technical assistance*. Implementation contract through the Gridley Unified School District, Gridley, CA.
22. Nese, R. N. T. (2019, May). *The Instructional Suspension Learning Alternative in High Schools*. Staff training for Cabarrus County Schools, Concord, NC.
21. Nese, R. N. T. (2018, August). *Developing a System of Instructional Alternatives to Exclusionary Discipline*. Staff training for Cabarrus County Schools, Concord, NC.
20. Nese, R. N. T. (2017, August). *Bullying and Harassment Prevention in PBIS: Expect Respect*. Staff training for Greater Albany Public Schools, Springfield, OR.
19. Nese, R. N. T. (2017, February). *Model demonstration district training on the Individual Student Information System*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
18. Nese, R. N. T. (2016, October). *Model demonstration district training on Classroom-management Systems*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.

17. Nese, R. N. T. (2016, August). *Building relationships for successful classrooms*. Staff training for the Selma Unified School District, Selma, CA.
16. Nese, R. N. T. (2016, August). *Strategies for minimizing exclusion for the benefit of students and staff*. Staff training for the Selma Unified School District, Selma, CA.
15. Nese, R. N. T. (2016, February). *Model demonstration district training on FBA/BSP Processes*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
14. Nese, R. N. T. (2015, October). *Model demonstration district training on SWPBIS tier III*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
13. Nese, R. N. T. (2015, February). *Model demonstration district training on SWPBIS tier II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
12. Nese, R. N. T. (2014, December). *Clarifying PBIS: Questions and answers on reinforcements, consequences, and referrals*. Staff training for the Springfield Public School District, Springfield, OR.
11. Nese, R. N. T. (2014, November). *Data systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
10. Nese, R. N. T. (2014, October). *Model demonstration district training on SWPBIS tiers I and II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
9. Nese, R. N. T. (2014, October). *Recognition systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
8. Nese, R. N. T. (2014, October). *Consequence systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
7. Nese, R. N. T. (2014, October). *Classroom systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
6. Nese, R. N. T. (2014, September). *Teams within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
5. Nese, R. N. T. (2014, September). *Behavioral expectations within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
4. Nese, R. N. T. (2014, September). *School-wide PBIS: Revisited*. Staff training for the Pendleton School District, Pendleton, OR.
3. Nese, R. N. T. (2014, August). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the Redmond School District, Redmond, OR.
2. Nese, R. N. T. (2014, April). *Model demonstration district training on SWPBIS tier I*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
1. Nese, R. N. T. (2013, August). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the McKenzie School District, Finn Rock, OR.

INSTRUCTIONAL AND ADVISING ACTIVITIES

COURSES TAUGHT AT UO

Course Title	Terms & Years
SPED 418/518 Disrupting the School-to-Prison Pipeline	S 2023

SPED 410/510 Disrupting the School-to-Prison Pipeline	S 2021, S 2022
FHS 216 Diversity in the Human Services	S 2019, W 2021, W 2022, S 2023
SPED 607 Research Seminar on Disrupting the School-to-Prison Pipeline	S 2020
EDLD 605/607 Addressing Bullying and Harassment in School Settings	F & W 2016, F & W 2019
EDUC 650 Single Subject Research Methods I	W 2018
PPPM 407/607 Difference and Power in the Public Sector	W 2017

GUEST LECTURES

Course Title	Lecture Title	Date
School Psychology (University of Missouri)	Alternatives to Exclusion: Lessons Learned & Next Steps	Mar 17 th , 2023
IDEA Lecture Series	Understanding Microaggressions	Jan 25 th , 2023
IDEA Lecture Series	Understanding Implicit Bias	Jan 18 th , 2023
Special Education (University of Utah)	Disproportionality in School Discipline	Nov 17 th , 2022
EDLD 677: Research Seminar	Shaping Research Interests and Goals	Oct 25 th , 2022
SPSY 410/510: School-based Mental Health Promotion	Alternatives to Exclusion: Lessons Learned & Next Steps	Oct 20 th , 2022
IDEA Summer Institute	Implicit Bias in our Schools and what We Can Do about It	Sept 24 th , 2022
EDLD 624: Leading for Equity	Shaping Intervention Interests & Goals	Mar 2 nd , 2022
EDLD 659 Scholarly Writing	Reflections on Publishing	Dec 12 th , 2021
Applied Behavior Analysis (Michigan State University)	Equitable Intervention Delivery within a Multi-Tiered Behavior Support Framework	Nov 16 th , 2021
Special Education (Clemson University)	Shaping Research Interests & Goals	Nov 10 th , 2021
UO School Psychology Professional Development Series	Implicit Bias in our Schools and what We Can Do about It	April 9 th , 2021
EDLD 510: Leading for Equity	Teach (don't Punish!) Instructional Alternatives to Exclusionary Discipline Practices	Feb 3 rd , 2021
Special Education (Moravian College)	An Introduction to MTSS: PBIS	Oct 12 th , 2020
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Oct 31 st , 2019
EDLD 623 Cultural Adaptations of Evidence-based Practices	Moving Away from Exclusion: Supporting Students and Teachers with Instructional Alternatives to Suspension	May 7 th , 2019
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Nov 8 th , 2018

EDLD 621 Equity & Achievement	A Promising Alternative to Exclusionary Discipline	May 24 th , 2018
SPSY 631 Academic & Behavioral Intervention	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	June 8 th , 2017
SPED 411/511 Foundations of Disabilities I	Positive Behavior Interventions and Supports	May 10 th , 2017
SPED 432 Introduction to Behavioral Disorders	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	May 9 th , 2017
PPPM 680 Managing Nonprofit Organizations	Implicit Bias: Strategies to Enhance Equity	April 17 th , 2017
PPPM Community Planning Workshop	Implicit Bias: Strategies to Enhance Equity	April 7 th , 2017
EDLD 610 Emerging Issues in Equity: Education and Positive Youth Development	A Promising Alternative to Out-of-School Suspensions	July 13 th , 2016
SPED 411/511 Foundations of Disabilities I	Behavior Supports in the Classroom: Classroom Management and Responding to Problem Behaviors	May 11 th , 2016
EDLD 410/510 Leading for Equity	Using Personal Experiences of Inequity to Shape Proactive Work	Feb 18 th , 2015
EDLD 607 Proactive School-wide Management I	Expect Respect: A Middle School Bullying Prevention Program	Aug 20 th , 2014
SPSY 610 Advanced Consultation	Indirect Assessments: BASC-2 & CBCL	Nov 2 nd , 2011
SPSY 602 Supervised Field Experience	Second STEP: Social-Emotional Skills for Early Learning	Mar 30 th , 2011
UO School Psychology Professional Development Series	Becoming a Nationally Certified School Psychologist	Mar 3 rd , 2011
Center on Teaching and Learning Reading Clinic	Administering Academic Assessments: TOLD-P:4, TOLD-I:4, GORT-4, CTOPP, DIBELS, and Houghton Mifflin Phonics/Decoding Screening Test	Nov 12 th , 2010

GRADUATE STUDENT COMMITTEES

Dissertations Committees

2022	Dana Cohen Lissman (Special Education)
	Nicole Barney (Special Education)
	Mavis Gallo (Prevention Science)
	Sean Austin (Special Education)
	Miriam Clark (Prevention Science)
	Irin Mannan (Prevention Science)
	Nazia Swartz (Education, Methodology, Policy, and Leadership)

- 2021 Jillian Hamilton (School Psychology)
Heather Terral (Prevention Science)
Arriell Jackson (Prevention Science)
- 2020 Ting-fen Lin (Communication Disorders and Sciences)
Renee Mitchell (Education, Methodology, Policy, and Leadership)
Deanna Goodrich (Education, Methodology, Policy, and Leadership)
Jessica Daily (Education, Methodology, Policy, and Leadership)
- 2019 Erin Beard (Education, Methodology, Policy, and Leadership)
Rod Salgado (School Psychology)

Doctoral Comprehensive Examinations & Competency Paper Reviewer

- 2023 Tony Daza, Program Committee Member (Special Education)
- 2022 Annie Whiddon, Program Committee Member (Special Education)
Alexandra Newson, Program Plan Committee Member (Special Education)
- 2021 Katie Alvarez, Program Plan Committee Member (Special Education)
Jinlan Zhu, Program Plan Committee Member (Special Education)
Irin Mannan, Capstone Committee Member (Prevention Science)
- 2020 Sara Izzard, Program Plan Committee Member (Special Education)
- 2019 Sean Austin, Program Plan Committee Member (Special Education)

LIST OF ADVISEES

Doctoral Advisees

- 2022 – present Elyse Calhoun, Special Education Ph.D. program, primary advisor
- 2020 - present Alexandra Newson, Special Education Ph.D. program, primary advisor

Master's Advisees

- 2021 - 2023 Laurel King, School Psychology M.A. program, secondary advisor

Additional Advisees

- 2021 Irin Mannan, Prevention Science Ph.D. program, capstone advisor

GRADUATE STUDENT AWARDS FOR MENTEES

- 2022 Alexandra Newson, Student Research Award, Association for Positive Behavior Support, *Educator Voice in Trauma-Informed Professional Development for Alaskan K–12 Educators*, \$1,300

PROFESSIONAL SERVICE

NATIONAL AND STATE SERVICE

- 2022 Expert Panel Member, *What Works Clearing House Practice Guide on Assisting Students Struggling with Behavior in Grades K-5*
- 2021 - present Editorial Board Member, *Journal of Positive Behavior Interventions*
Editorial Board Member, *Remedial and Special Education*
Research Partner, *Special Education Research Accelerator*
- 2020 - present Editorial Board Member, *Implementation Research and Practice*

- Editorial Board Member, *Journal of Special Education*
 Editorial Board Member, *School Psychology*
 2020 Ad-Hoc Reviewer, *Journal of Community Psychology*
 Ad-Hoc Reviewer, *Psychology in the Schools*
 2019 - present Editorial Board Member, *Behavioral Disorders*
 2019 Grant Review Panel, Institute of Education Sciences, Social and Behavioral
 Context for Academic Learning
 Ad-Hoc Reviewer, *Journal of Positive Behavior Interventions*
 Ad-Hoc Reviewer, *Exceptional Children*
 2018 Member, Deputy Superintendent's Advisory Committee on Safe and Effective
 Schools for ALL Students, Oregon Department of Education
 Ad-Hoc Reviewer, *School Psychology Review*
 2017 - present Member, Oregon Educator Equity Advisory Group
 2017 Ad-Hoc Reviewer, *Children and Youth Services Review*
 Ad-Hoc Reviewer, *SAGE Open*
 2014 - 2021 Member, National PBIS TA-Center Disproportionality Workgroup
 2013 - 2016 Editorial Board Member, *Journal for Educational Research Online*
 2011 - 2014 Reviewer, National Multicultural Summit
 2010 - 2011 Diversity Chair, APA Division 16 Student Affiliates of School Psychology
 Student Representative, Oregon School Psychology Association

UNIVERSITY SERVICE

- 2022 - present Black Strategies Group
 2022 - present Search Committee Member, College of Education Dean
 2022 - present New Faculty Mentor
 2018 - present Implicit Bias Workshop Series Presenter: Faculty/Staff Development,
 Division of Equity and Inclusion
 2017 - present Implicit Bias Professional Development Working Group, Division of Equity
 and Inclusion

COLLEGE SERVICE

- 2022 - present Committee Member, Education Leadership Continuous Improvement
 Planning (ELCIP)
 2022 Search Committee Member, Assistant Professor, Counseling Psychology
 Underserved Populations
 2022 Search Committee Member, Assistant Professor, Applied Prevention and
 Health Promotion
 2019 Member, Research Track Faculty Task Force
 2018 Member, Faculty and Staff Awards Committee
 2017 - 2020 Member, EMPL Equity Leadership Fellows Program Review Committee

DEPARTMENT AND PROGRAM SERVICE

- 2019 - present Member, Special Education Doctoral Committee
 Member, Special Education Masters Committee

RESEARCH UNIT SERVICE

2022	Search Committee Member, Research Assistant Professor
2019	Search Committee Member, Postdoctoral Scholar
2018	Search Committee Member, Postdoctoral Scholar
2018 - present	Member, ECS Administration Team
2016 - 2021	Member, ECS Climate, Culture, and Equity Committee
2014	Search Committee Member, Research Assistant

PROFESSIONAL MEMBERSHIPS

2022 - present	Member, Association for Positive Behavior Support
2011 - 2013	Member, Association for Behavior Analysis International
2010 - 2014	Member, American Educational Research Association
2009 - 2013	Member, University of Oregon Association of School Psychology Students
2006 - present	Member, American Psychological Association
	Member, National Association of School Psychologists
2006 - 2008	Member, Howard University Urban School Psychology Association